





OPERATIONAL WALKTHROUGH OVERVIEW

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures that are required to deliver high quality instruction to students. Operational Walkthroughs assessed program performance across three domains: 1) Academic & School Climate Accountability; 2) Organizational Compliance; and 3) Accommodative & Financial Compliance. Taken together, the three domains encompass key operational expectations that are based on the program’s contract with The School District of Philadelphia, as well as applicable federal, state and local laws.

Operational Walkthroughs are one part of the School District’s three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Operational Walkthroughs, Instructional Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. This report summarizes the program’s performance for each of the three domains reviewed during the Operational Walkthrough. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Operational Walkthrough. All 2021-22 school year Operational Walkthroughs were conducted in-person and onsite.

A  indicates that the program met the contract requirement. A  indicates that the program did not meet the contract requirement. The basis for the rating is provided in the Additional Notes section for each standard.

GENERAL INFORMATION

Walkthrough Date: October 5, 2021

Contract Term: FY 2018- FY 2022

Program Type: Continuation (Grades 6-8)

CONTACT INFORMATION

4300 Westminster Avenue, Philadelphia, PA 19104

Phone: 215-436-0307

Webpage: <https://sesischools.com/locations/excel-middle-years-academy/>

MISSION

“At SESI our mission is to provide educational services for K-12 students who require specialized educational and positive behavioral supports to overcome challenges that impede their success in a traditional school setting. We believe that all children deserve an education that goes beyond academics and enables them to grow into responsible, self-sufficient adults.”

PROGRAM LEADERSHIP

Milton Alexander, Deputy Superintendent

Scott Cruttenden, Regional Director

Sadiqa Lucas, Executive Director

Nilsa Gonzalez, Interim Principal

Melita Johnson, Director of Special Education

Jalecca Jacobs, Director of Student Services

Andelain Gingalewski, ESOL Teacher

Samuel Johnson, Team Leader

WALKTHROUGH REVIEW TEAM

Marcus De Vose, Assistant Director, Transition Services

Tiana Wilson, Assistant Director, Operations

Seth Morones, Strategy Analyst II, Opportunity Network

Marlon Riddick, Transition Liaison, Opportunity Network

Nefertiti White, Special Education Director

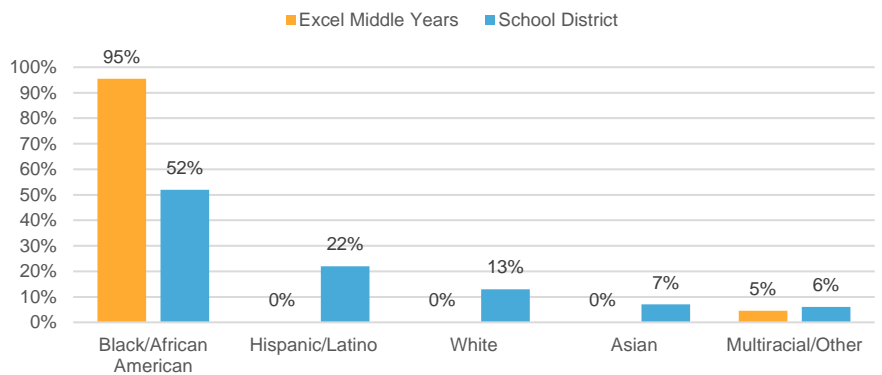
The School District of Philadelphia's official demographic information is reported on October 1st of each school year. The Opportunity Network's demographic information is reported here as of November 2021 to more closely align with the student population on the date of the walkthrough.

ENROLLMENT INFORMATION

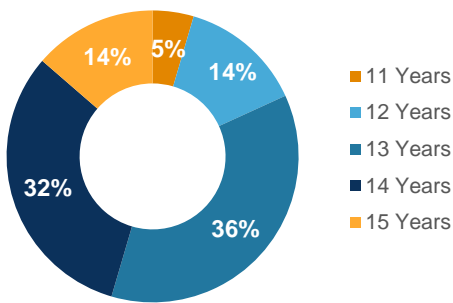
Enrollment as of November 2021

22
Contracted Maximum
100

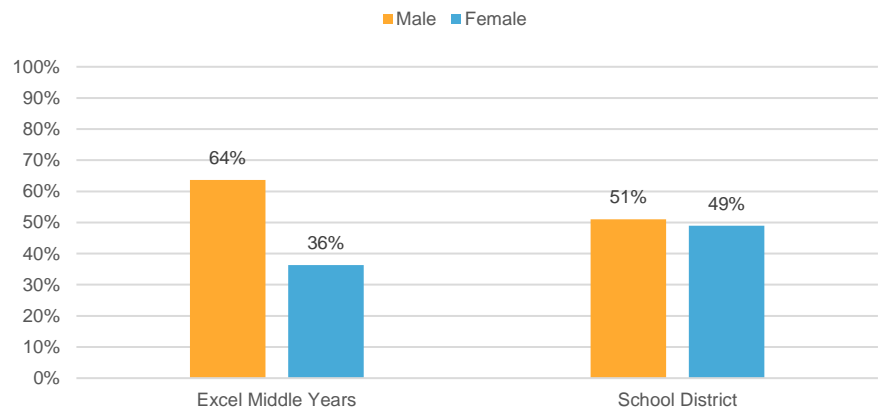
RACE & ETHNICITY



ENROLLMENT BY AGE

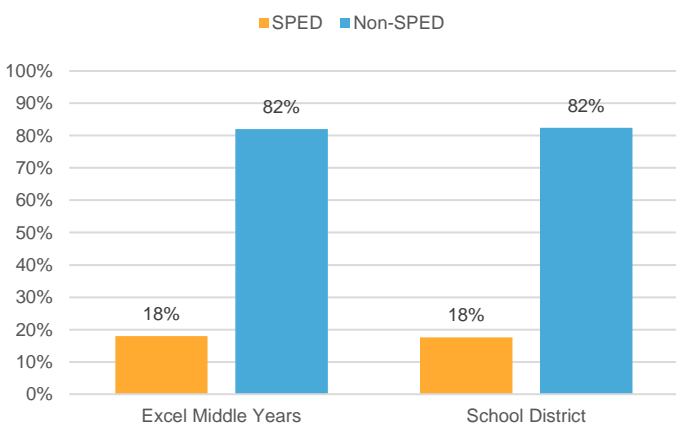


GENDER

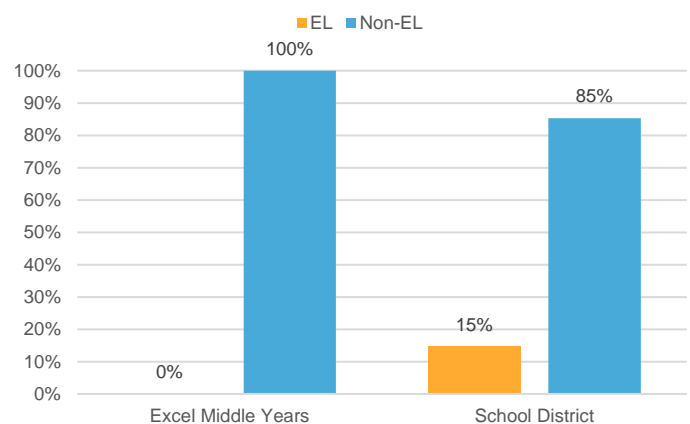


DIVERSE LEARNERS

SPECIAL EDUCATION

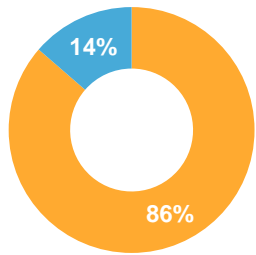


ENGLISH LEARNERS



All data for attendance, student conduct, low income, McKinney-Vento, and Education Leading to Employment and Career Training (ELECT) participation reflect enrollment as of November 2021 to more closely align with the student population on the date of the walkthrough.

LOW INCOME



Low Income Non-Low Income

MCKINNEY-VENTO

There were no McKinney-Vento students enrolled at Excel Middle Years Academy as of November 2021.

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness.

ELECT PARTICIPATION

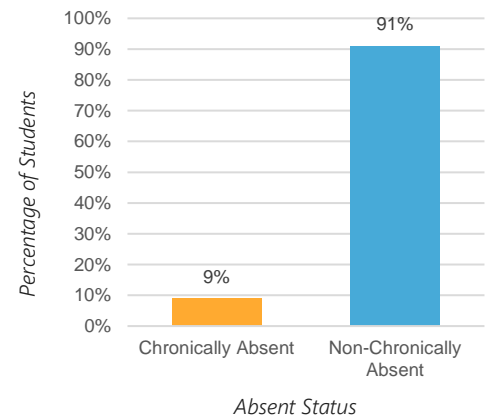
There were no ELECT participants enrolled at Excel Middle Years Academy as of November 2021.

The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.

OUT OF SCHOOL SUSPENSIONS SY2021-22

There were no suspensions at Excel Middle Years Academy as of November 2021 school year to date.

CHRONICALLY ABSENT SY2021-22



Students are considered chronically absent if they accrue 10 or more unexcused absences within a 45-day period.

DOMAIN 1: ACADEMIC & SCHOOL CLIMATE ACCOUNTABILITY

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 Operational Walkthrough. Information regarding how standards in the Academic and School Climate Accountability domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Academic Quality (Page 5)	5 / 5
School Climate Quality (Page 6)	6 / 7
TOTAL	11 / 12

DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 Operational Walkthrough. Information regarding how standards in the Organizational Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Student Progress Monitoring & Reporting (Page 8)	5 / 7
Record Keeping & Communication (Page 10)	4 / 4
Personnel (Page 11)	5 / 7
Governance & Enrollment (Page 12)	4 / 4
TOTAL	18 / 22

DOMAIN 3: ACCOMMODATIVE & FINANCIAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 Operational Walkthrough. Information regarding how standards in the Accommodative & Financial Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Accommodative Quality (Page 14)	5 / 5
Financial Compliance (Page 15)	4 / 4
TOTAL	9 / 9

CATEGORY I: ACADEMIC QUALITY

STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>BASELINE and REQUIRED ASSESSMENTS: Offers baseline (pre-test) and required assessments (Basic Assessment in Reading & Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.</p>	✓	More than 80% of students had STAR assessment scores at the time of the walkthrough (Reading 92.8%; Math 92.8%).
<p>BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.</p>	✓	The program uses CASEL competencies to create character education lessons that are delivered in Guided Group Interaction. The program consistently organizes and facilitates enrichment programs to support students' social emotional well-being, growth and personal development (e.g., Young Queens, Cradle to the Grave, etc.).

STANDARD: STUDENT PERFORMANCE – Evidence of systems and structures to ensure expected student progress in the program as defined in the AEPR and consistent with contract expectations		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>ACADEMIC ACHIEVEMENT: Collects and uses data to track and monitor student progress to evaluate academic achievement and make appropriate instructional shifts and/or differentiate instruction.</p>	✓	Program staff comprise the MTSS team, which meets regularly to discuss program and student level trends and any academic concerns. Interventions are provided for struggling students, and recognition awards for on-track students. Program uses detailed Student Learning Plan (SLP) reports for each student that includes baseline assessment scores and academic goals.
<p>POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.</p>	✓	The program consistently organizes and facilitates systems, initiatives and events to encourage and support students' secondary and post-secondary bridging activities. Program utilizes career interest surveys to assist students with career exploration.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>ACADEMIC PERFORMANCE BARRIERS: Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.</p>	✓	The program consistently tracks student behavior and develops intervention plans that are maintained in Student Learning Plans (SLP). Staff monitor SLP goals on a weekly basis. Goals are developed with student input and are reassessed at the end of each term.

CATEGORY 2: SCHOOL CLIMATE QUALITY






STANDARD: DISCIPLINE MANAGEMENT – Evidence of systems, structures and contractor efforts to effectively manage student behavior and employ positive behavior intervention & supports system		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES: Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying.</p>	✓	Evidence of restorative responses to off-track student behaviors, including peer advising, reflective writing and conferencing. The program has adopted the SDP policy for bullying/cyberbullying.
<p>STUDENT INCENTIVES: Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>	✓	Incentives include student government membership, special meals, gift cards, and program-wide recognitions.
<p>TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS: Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.</p>	✓	SLPs document personalized socio-emotional development plans.

STANDARD: ATTENDANCE & DISCIPLINE REPORTING – Evidence of systems, structures and contractor efforts to track, monitor and report student attendance and behavior, including compliance with Safe Schools Act		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>DRILLS and SAFETY REPORTING: Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.</p>	✓	
<p>CODE of CONDUCT: Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.</p>	✓	The program has adopted the SDP Code of Conduct.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>TRUANCY and DISCIPLINE REPORTING: Accurate and timely reporting of attendance, truancy and disciplinary incidents as required by contract. Develops Student Attendance Improvement Plans (SAIP) and communicates with parents/guardians timely to prevent chronic absenteeism.</p>	<p>X</p>	<p>Program uses accurate attendance codes and provides detailed SAIPs in the SIS in a timely manner, however, the attendance and truancy protocols and timelines are not aligned with those required by SDP procedures.</p>

CATEGORY 1: STUDENT PROGRESS MONITORING & REPORTING

STANDARD: STUDENT LEVEL PLANS – Evidence that contractor creates, maintains and effectively implements student-level plans for learning, behavior and post-secondary and communicates student progress to student and family for all students		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>PERSONALIZED LEARNING PLANS (AEDY Transition & Continuation only): Creation (upon enrollment of student) of a Personalized Learning Plan that includes a Transition Plan for student to return to School District.</p>	✓	Individualized Student Learning Plans (SLP) evident for all students and include MTSS data that is updated weekly. SLPs include high school transition plans.
<p>PERIODIC ACADEMIC and BEHAVIOR REPORTING: Provides timely reporting of student academic progress (on quarterly or semester basis to students, parents and/or guardians) including information for coursework attempted/completed, level of achievement and progress, behavior and attendance.</p>	✓	
<p>GRADUATION AND POST-SECONDARY PLANS: Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.</p>	Not applicable	

STANDARD: DIVERSE LEARNER POPULATION – Evidence of systems, structures and contractor policies to appropriately identify, support and monitor instruction for special education students and English Learners (ELs)		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>ENROLLMENT of SPECIAL EDUCATION STUDENTS: Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>	Not applicable	The program cannot control its enrollment of Special Education students. Students are referred to the program from non-Opportunity Network District schools.
<p>BASELINE MEASURES: Provides baseline measures for both special education and EL students against which to monitor growth. Monitors progress toward IEP goals and communicates this progress routinely to parents/guardians.</p>		1 of 2 Special Education files reviewed had sufficient evidence of progress monitoring.
<p>IEP IDENTIFICATION, EVALUATION & REVIEW: Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.</p>		0 of 2 Special Education files reviewed had sufficient evidence of transition planning.
<p>ANNUAL IEP UPDATES: Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance. Includes Transition Services in IEPs for students 14 years or older. Documents participation of all required IEP team members.</p>		4 of 4 IEPs were in compliance for December 1 Child Count (100% compliance rate).
<p>IEP MEETINGS: Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Collaborates with the School District as necessary and appropriate to support students.</p>		
<p>EL IDENTIFICATION, EVALUATION & REVIEW: Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students.</p>		No English Learners enrolled at the time of the walkthrough. 10 of 10 enrollment files reviewed included a completed Home Language Survey.

CATEGORY 2: RECORD KEEPING & COMMUNICATION

STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT – Evidence that contractor timely and accurately reports information to the School District either directly or via provided systems consistent with contract requirements and written updates from the School District		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
STUDENT INFORMATION SYSTEM UPLOAD: Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.	✓	
ARCHIVE OF HISTORICAL RECORDS: Maintains an archive of all historical student academic and behavioral records.	✓	

STANDARD: COMMUNICATIONS WITH STUDENTS, PARENTS/GUARDIANS AND FAMILIES – Evidence that contractor communicates timely and accurately with students, parents/guardians and families regarding student performance and progress in a manner accessible to all; protects student record information		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
SECURE PERSONALLY IDENTIFIABLE INFORMATION: Secures personally identifiable information, does not request or require prohibited information at time of enrollment (e.g. SSNs), and ensures that if student is 18+ years of age, student provides consent to release records.	✓	0 of 10 enrollment files reviewed contained personally identifiable information.
ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES: Contractor ensures that it communicates with all stakeholders as appropriate to maintain levels of engagement including reporting of student academic progress, information regarding program events (e.g. back to school nights) and student expectations (e.g. orientation and handbook) in a manner that is accessible to all.	✓	The program provided clear evidence of consistent parent engagement using multiple modes of communication, including the Parent Village Association (SAC), written communications, Open House event, home visit and call logs, and attendance conferences.

CATEGORY 3: PERSONNEL

STANDARD: BACKGROUND CHECKS, LICENSES & EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>EMPLOYEE BACKGROUND CHECKS: Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>	x	<p>Act 168 documentation: 2 of 2 new employees reviewed had documentation on file. FBI Background Check: 1 of 2 new employees reviewed had a valid check on file. PA Child Abuse Clearance: 2 of 2 new employees reviewed had valid clearance on file. PA Criminal History Check: 2 of 2 new employees reviewed had valid check on file.</p>
<p>PROFESSIONAL CERTIFICATIONS: Provides PA certificated teachers in all core instructional areas.</p>	x	<p>Math teacher not appropriately certified.</p>
<p>PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR): Provides at least one PA certificated administrator per site.</p>	✓	
<p>STUDENT SUPPORT SERVICES STAFF: Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.</p>	✓	


STANDARD: PERSONNEL RATIO & PROFESSIONAL DEVELOPMENT – Evidence of contractor adherence to contractual Personnel Ratios, contractually or statutorily required trainings, and relevant staff professional development		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>PERSONNEL RATIOS: Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>	✓	
<p>OBLIGATORY TRAININGS: Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.</p>	✓	<p>Act 126 training: 2 of 2 staff reviewed completed the three-hour training. Act 71: 2 of 2 staff reviewed completed the training.</p>

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS: Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.	✓	

CATEGORY 4: GOVERNANCE & ENROLLMENT

STANDARD: PROGRAM GOVERNANCE – Evidence of systems, structures and contractor activities to support compliance with contractual expectations for program governance		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
COMMUNITY ENGAGEMENT: Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.	✓	The program engages a wide variety of community-based organizations to provide service learning projects for students, post-secondary exposure events, and school spirit activities, including Kappa House, Inc., Dare 2 Hope, and Temple University Hospital's Candle to the Grave.
COMMUNITY ELICITATION: Has active school or community advisory board or process by which the school community can provide input and feedback to the contractor regarding the program. Encourages parent/guardian participation in the District-wide annual survey.	✓	75% parent participation on the 2020-2021 District-Wide Survey (minimum of 10% required).


STANDARD: STUDENT ENROLLMENT – Evidence of systems, structures and contractor practices to meet contractual and statutory requirements for student enrollment and eliminate barriers to entry		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
TIMELY ENROLLMENT: Contractor does not create barriers to enrollment and enrolls students referred and/or who apply timely. Enrollment and/or student files contain information as required by PDE for enrollment. Program has procedures in place to confirm eligibility of students prior to enrollment.	✓	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>RESIDENCY REQUIREMENT: Contractor does not serve students from other LEAs without written consent of School District. Contractor confirms residency of student prior to or at time of enrollment.</p>		10 of 10 enrollment files reviewed contained proof of residency.
<p>RE-ENGAGEMENT CENTER REFERRALS: Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals.</p>	Not applicable	Enrollment in the program is based on referral of students from School District schools.



CATEGORY I: ACCOMMODATIVE QUALITY


STANDARD: FACILITIES – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>FEDERAL, STATE, & LOCAL REGULATIONS: Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities. The program is housed in a non-sectarian facility. If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing.</p>	✓	The program is housed in a School District Facility.
<p>FACILITY MAINTENANCE: For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds. For School District-owned facilities, contractor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely.</p>	✓	

STANDARD: SCHOOL CALENDAR, TRANSPORTATION AND UNIFORMS – Evidence that contractor operates a program that meets the minimum number of days of instruction as required by the contract and makes the program accessible to all eligible students		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>CALENDAR: Maintains an academic calendar that minimally has at least as many instructional days as that of the School District. Submits operational calendars timely and appropriately notifies the School District departments of any changes in the calendar.</p>	✓	
<p>TRANSPORTATION: Maintains accurate student information to allow the School District to appropriately manage transportation services for students. No corrective action initiated regarding required student transpass usage reports.</p>	✓	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>UNIFORMS: Establishes a clear dress code for students inclusive of expectations regarding school uniform. Provides uniforms to students upon request due to financial need. Does not have policies or practices that create barriers to instruction based on dress code or school uniform.</p>		<p>Recommendations related to Policy 252, to remove any gender specific language from dress code policies.</p>

CATEGORY 2: FINANCIAL COMPLIANCE

STANDARD: PROCUREMENT OF OPERATING CERTIFICATES – Contractor provides School District with relevant operating licenses and certificates; maintains current insurance consistent with contract requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>TAX LIABILITIES: Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.</p>		
<p>PROOF OF INSURANCE: Provides Proof of Insurance related to: (1) Worker's Compensation and Employer's Liability, (2) General Liability Insurance, (3) Automobile Liability Insurance, (4) Professional Liability Insurance, (5) Educator Legal Liability Insurance, (6) Excess/Umbrella Liability, and (7) Directors' and Officers' Liability Insurance.</p>		<p>Insurance documentation approved by the Office of Risk Management.</p>

STANDARD: FINANCIAL MANAGEMENT AND REPORTING – Evidence the contractor adheres to standards of financial management including with monitoring and reporting of revenues and expenses, invoicing to the School District and ability of contractor to maintain financial viability		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>FINANCIAL MANAGEMENT: Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent third-party financial audit timely; audit does not indicate any material weakness or going concerns.</p>		<p>No concerns highlighted in an independent audit of the organizations FY 2020 financial statements.</p>

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>MONTHLY INVOICING: Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.</p>	